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ABSTRACT

This packet of learning plans focuses on personalizing the teacher education experience through the APACE program (A Personalized Approach to Competency-Based Education). A rationale, objectives, learning activities, and evaluation procedures are presented for specific topics in the areas of the nature of learning, planning, teaching, knowledge of curriculum, diagnosis and evaluation, the self as teacher, and technical writing. Learning activities include reading, auditory and visual experiences, observation, and field experiences. Suggested evaluative alternatives include papers, conferences, seminars, testing, and miniteaching. (PD)

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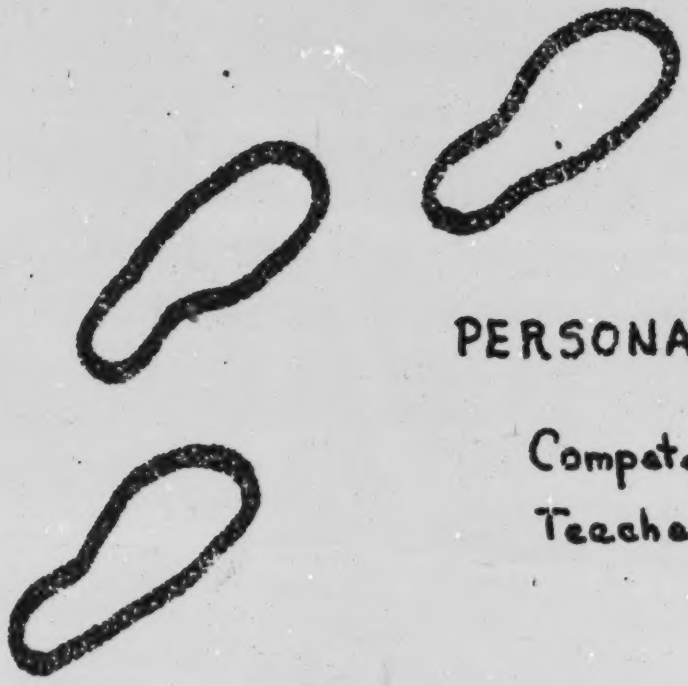
APACE PROGRAM



A PERSONALIZED APPROACH to Competency-based Teacher Education

State University College at Buffalo

SP008 485

State University College at Buffalo

Department of Curriculum & Instruction

APACE Program Materials
Third Revision
September 1973

Marion H. Benz
Lois W. Pearson

We Believe

In the dignity of the individual learner

In the concept of individual differences

In the concept of individualizing instruction

In encouraging innovative practices in teaching

In the team approach to instruction in teacher education

That learning in a rich perceptual field will make possible more diverse behavior

That the student can make decisions about his own growth and development

That the teacher education student can be a decision maker in the classroom setting

That the student needs to develop and operationalize a sound theory of instruction as a guide to making decisions

That teaching is a personal encounter with other people

That teacher education students who have engaged in individualized instruction in their learning experiences are more likely to individualize instruction for their students

The APACE Team

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Description of the APACE Program

The translation of commitment into action is being explored on the campus of State University College at Buffalo. The APACE Program (A Personalized Approach to Competency-based Education) is an emerging program providing an in-depth experience in elementary school curriculum and teaching.

Designed by a teaching team in the Department of Curriculum and Instruction, the program is a twelve credit hour, one semester program fusing the content and experiences of Education 202 - The Teaching of Language Arts, Education 301 - General Curriculum, The Teaching of Mathematics, Science, and Social Studies, and Education 414 - The Teaching of Reading. The roles and functions of teachers as related to these courses have been described and competence statements have been defined and made public for study in a packet of learning plans designed by the team.

The APACE Program focuses on personalizing the teacher education experience. Student learning is personalized through increasing the range of choices and alternatives from which a student may select learning options. In providing the student opportunities to select content, learning style, and modes of evaluation, the student grows in an environment in which learning becomes personalized as diversity is valued. The resulting knowledge, skills, and attitudes are elaborated and become idiosyncratic as the learner tests out his beliefs and value position and responds in a uniquely individual way as a teacher in the field experience.

Presently, APACE has these components:

1. A rationale or statement of belief which defines the commitment of the teaching team and which provides the base for the curriculum design.

2. A learning packet of fifty-seven learning plans which include a core of required objectives from which students may select in terms of their own learning needs and interests.

3. An organizational pattern which provides for large and small group instruction, pupil teaming, peer teaching, seminars, and extensive conference time.

4. An instructional pattern of a teaching team which functions as a team and not as a departmentalized approach to instruction.

5. A field experience of five weeks (not consecutive) at the Harry F. Abate Elementary School in Niagara Falls, New York. Harry F. Abate School is an open space school.

6. A six hour, two semester in-service course, Education 560 - Workshop in Individualizing Instruction, taught by two members of the APACE team for the staff of Harry F. Abate School.

APACE MODEL

Rationale

Roles and Functions

Personalization through Student Choices

CONTENT	LEARNING STYLE	EVALUATION	PACE
Knowledge	reading	papers	(Presently limited by the construct of a semester)
Skills	auditory experiences (tapes)	conferences	
Attitudes	visual experiences (filmstrips)	taping	
	auditory/visual experiences	teaching	
	manipulatives	seminars	
	observations	testing	
	field experience	mini-teaching	
		observation	

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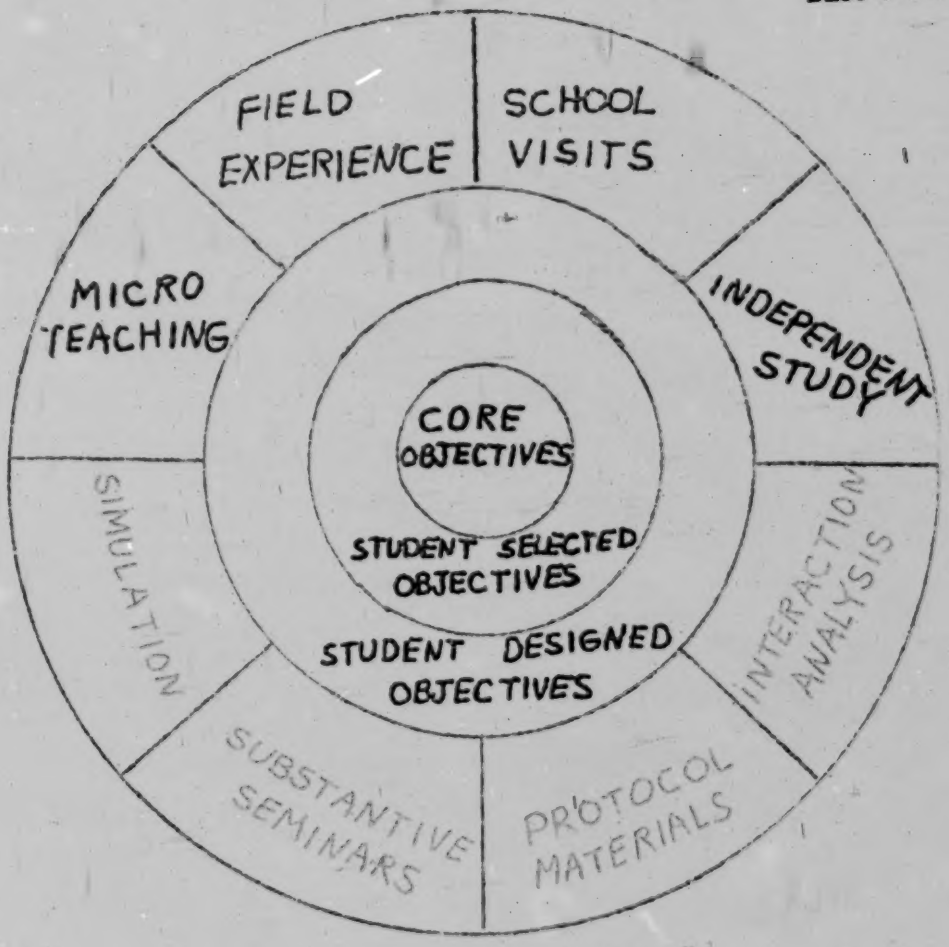

APACE - An Emerging Program

The APACE team is planning an extension of the program model to include simulation, substantive seminars, protocol materials and interaction analysis as it looks forward to developing a professional year program.

APACE - SUCB 1.01 - The Nature of Learning

Title: Human Growth and Development

Rationale: A teacher is a curriculum planner, one who seeks to create conditions for children that will improve their learning. A teacher cannot thoughtfully consider these conditions without looking at the child and his total being.

Objective: The student will:

a) Identify and match age-level characteristics or developmental tasks from his reading with particular children encountered in the classroom, and

b) Suggest the implications of these characteristics for his teaching.

Learning Activities:

1. Observe children in your classroom during the field experience.

2. Related reading:

a) Elkind, David. A Sympathetic Understanding of the Child: Six to Sixteen. Boston: Allyn & Bacon, 1971.

b) Erikson, E. H. Identity - Youth and Crisis. New York: W. W Norton & Co., 1968.

c) Gordon, I. Studying the Child in School. New York: John Wiley & Sons, Inc., 1966.

d) Maier, H. W. Three Theories of Child Development. New York: Harper & Row, Publishers, 1965.

e. Biehler, R. F. Psychology Applied to Teaching. Boston: Houghton Mifflin Company, 1971, pp. 90-144.

f. Havighurst, R. J. Developmental Tasks and Education. New York: David McKay Co., Inc., 1952.

Evaluation: Sign up for a seminar session as soon as you are ready to demonstrate your achievement of the object through active participation in a discussion.

APACE - SUCB

1.02 - The Nature of Learning

Title: Learning Theory

Rationale: The psychologist Jerome Bruner has had considerable influence over the elementary school as his concept of structure has been applied to areas of the curriculum. According to Bruner, "Any subject can be taught effectively in some intellectually honest form to any child at any stage of development."

Objective: The student will list the major concepts developed in the theory of structure as defined by Bruner.

Learning Activities:

1. Attend instructional session on Bruner.

2. Related reading:

   a) Bruner, Jerome, S. The Process of Education. New York: Vintage Books, 1963.

   b) Biehler, R. F. Psychology Applied to Teaching. Boston: Houghton Mifflin Company, 1971, pp. 54-88.

   c) Howe, Michael J. A. Understanding School Learning. New York: Harper & Row, Publishers, 1972.

   d) Raths, Louis E. Meeting the Needs of Children. Columbus, Ohio: Charles E. Merrill Publishing Company, 1972.

   e) Communications Research Machines, Inc. Educational Psychology, A Contemporary View. De Mar, California: Communications Research Machines, Inc., 1973.

Evaluation: Sign up for a seminar session. Bring your notes to the session and be prepared to discuss your findings.

Title: The Self-Concept

Rationale: A learning theory which is frequently overlooked by elementary classroom teachers is the phenomonological school. Theorists such as Combs, Maslow, Rogers and others, emphasize the concept of the fully functioning person. This concept of self relates closely to educational concerns in the affective domain.

Objective: The student will be able to suggest five reasons why the self concept of the child should be an area of concern for the elementary school teacher and be able to support his choices by citing evidence from learning plan sources.

Learning Activities:

1. Attend an instructional session.
2. Listen to tapes available in the Instructional Materials Center (Bacon 118):
   a) Instructional Dynamics Corp. #312 Building More Adequate Self Concepts in Children. Donald Cruickshank and Jeanne Orr.
   b) National Education Association. The Child and His School. John Goodlad.
   c) National Education Association. The Human Side of Learning. Arthur Combs.
3. Related reading:
   a) ASCD Yearbook, Perceiving, Behaving, Becoming. Washington, D.C.: Association for Supervision and Curriculum Development (NEA), 1962.
   b) Allport, G. Becoming. New Haven: Yale University Press, 1955.
   c) Dinkmeyer, D.C. Child Development - The Emerging Self. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1965.
   d) Jersild, A. In Search of Self. New York: Bureau of Publications, Teachers College, Columbia University, 1952.
   e) Kelley, E.C. Education for What is Real. New York: Harper & Brothers, 1947.
   f) Maslow, A. H. Toward a Psychology of Being. Princeton, N.J.: D. Van Nostrand Company, Inc., 1962.

Learning Activities (continued):

3. Related reading (continued):

g) Rogers, C. Freedom to Learn. Columbus, Ohio: Charles E. Merrill Company, 1961.

h) Rogers, C. On Becoming a Person. Boston: Houghton Mifflin Company, 1961.

Evaluation: Sign up for and participate actively in a seminar session to demonstrate achievement of the objective.

APACE - SUCB 1.04 - The Nature of Learning

Title: Self-Concept in the School

Rationale: Understanding and implementing ideas about the self-concept enables teachers to deal with the attitudes, feelings, and values of learners. This emphasis on the affective domain brings a humanistic dimension to the teaching-learning process.

Objective: The student will be able to describe in detail at least four situations in which he has consciously endeavored to influence a child's self-concept in a positive way.

Pre-requisite: 1.03

Learning Activities:

1. Consider all the ideas you gained through achieving the objective for 1.03.
2. Observe in classroom.
3. Use ideas from Toward More Humanistic Education, Zahorik, J. and Brubaker, D. L. Dubuque, Iowa: William C. Brown Company Publishers, 1972.
4. Ask your teacher for curriculum materials that deal with self concept and use these in your teaching.
5. American Guidance Service Inc., Duse Kit D-1 Developing Understanding of Self and Others. (Butler Curriculum Lab)
6. Science Research Associates Kit, Focus on Self-Development: Stage One - Awareness. (Butler Curriculum Lab)
7. Science Research Associates Kit, Focus on Self-Development: Stage Two - Responding. (Butler Curriculum Lab)

Evaluation: Submit your descriptions in writing to the evaluator.

APACE - SUCB 1.05 - The Nature of Learning

Title: Readiness for Learning

Rationale: Current research by Ira Gordon at the University of Florida at Gainesville, brings into focus a new emphasis on concepts of early learning. Dr. Gordon questions the validity of the concept of readiness prevalent in schools which works out of a framework that readiness is what we do to make children ready for learning.

Objective: The student will be able to describe the implications of studies of early learning for both the cognitive and affective areas of the curriculum of the elementary school.

Learning Activities:

Related reading:

a) Gordon, I. Studying the Child in School. New York: John Wiley and Sons, Inc., 1966.

b) Gordon, I. On Early Learning: The Modifiability of Human Potential. Washington, D. C.: Association for Supervision and Curriculum Development (NEA), 1971.

Evaluation: Sign up for a seminar session in which you will demonstrate achievement of the objective.

APACE - SUCB 2.01 - Planning

Title: Identifying Objectives

Rationale: Using behaviorally stated objectives is of assistance in planning and evaluating learning. A first step in learning to write behavioral objectives is developing the ability to recognize and identify such objectives.

Objective: Given a set of statements, the student will be able to identify those which meet the criteria for behaviorally stated objectives with at least 90% accuracy.

Learning Activities:

1. Attend instructional session.
2. Read Preparing Instructional Objectives (Mager, R. F. Palo Alto: Fearon Publishers, 1962). This short programmed text provides an excellent learning opportunity. The self-test will assist you in determining your readiness for evaluation.
3. Study the "Basic Ideas" on the reverse of this sheet.

Evaluation: Schedule an appointment with the evaluator to take the objective test. If you desire a follow-up conference, arrange an appointment with Miss Benz.

Note: This objective must be completed by the end of the fifth week of the semester as it is a pre-requisite for 2.02, 2.03, 2.04, and 2.05.

Basic Ideas - Behaviorally Stated Objectives

1. A behavioral objective is an instructional goal. It describes observable terminal student behavior or a product of such behavio

   a. "Terminal" refers to the behavior to be exhibited by the learner at the end of a period of instruction.

   b. Examples of behavioral products are a painting, a poem, a correctly solved problem, etc.

2. Three criteria are usually required for an instructionally usable objective:

   a. It must state the intended outcome in terms of terminal student behavior.

   b. It must state the important conditions under which the student will be expected to exhibit the behavior.

   c. It must state at least the minimal or the acceptable criteria of performance.

APACE - SUCB 2.02 - Planning

Title: Behavioral Objectives - Cognitive

Rationale: A behavioral objective is a statement of what the learner will be doing when he has successfully completed a learning experience. It describes observable student behavior or a product of such behavior. When objectives are written in behavioral terms, both planning and evaluating are facilitated. Cognitive objectives are classified (Bloom) from simple to complex in relation to mental activities.

Objective: The student will be able to write one behavioral objective at each level of the cognitive domain in each of three of the following subject areas: science, social studies, mathematics, reading. All objectives must satisfy the criteria established by Mager (Preparing Instructional Objectives, p.12).

Pre-requisite: 2.01

Learning Activities:

1. View and listen to Vimcet Associates #1, Educational Objectives. Get accompanying Answer Sheet from Instructional Resource Center attendant.

2. Listen to:

   a) Vimcet Associates #121, Criterion-Referenced Instruction in the Instructional Resource Center.

   b) Instructional Dynamics Corp. #311, Using Performance Objectives in the IRC.

3. Related reading:

   a) Mager, R. F. Preparing Instructional Objectives. Palo Alto, California: Fearon Publishers, 1962.

   b) Bloom, B. S. (Ed.) Taxonomy of Educational Objectives: Handbook I, Cognitive Domain. New York: Longmans, Green and Co., 1956. ON RESERVE - Butler Library.

   c) Burns, R. W. New Approaches to Behavioral Objectives. Dubuque, Iowa: Wm. C. Brown Co., 1972, pp. 22-48.

   d) Gronlund, N. E. Stating Behavioral Objectives for Classroom Instruction. New York: The Macmillan Company, 1970.

Learning Activities (continued):

3. Related reading (continued):

e) Kibler, R. J. and Miles, D. T. Behavioral Objectives and Instruction. Boston: Allyn and Bacon, 1970.

f) Mills, B. C. and Mills, R. A. Designing Instructional Strategies for Young Children. Dubuque, Iowa: Wm. C. Brown Co. Publishers. 1972, Part 2, Section 1, pp. 53-98.

g) Popham, W. J. and Baker, E. L. Establishing Instructional Goals. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1970.

3. Write the behavioral objectives on the basis of

a) Knowledge of elementary school curriculum.
b) Observation of lessons during your participation.
c) Viewing of slides on "Behavioral Objectives" in the Instructional Resource Center.

Evaluation: Submit objectives in writing to the evaluator.

APACE - SUCB 2.03 - Planning

Title: Behavioral Objectives - Affective

Rationale: Affective objectives are classified (Krathwohl) and involve attitudes, interests, values and appreciations. Affective objectives in the elementary school tend to be global in nature. It is our concern that these objectives be made more specific and hence more discernible.

Objective: The student will: 1) write a total of ten objectives in the affective domain in social studies, art, or music, (or a combination of these areas), and classify each objective according to the five levels defined by Krathwohl; 2) Write a justification for the use of affective objectives in the elementary school.

Prerequisite: 2.01

Learning Activities:

1. Attend instructional sessions.
2. View and listen to Vimcet Associates #10, Identifying Affective Objectives, in the Instructional Resource Center. Get accompanying Answer Sheet from IRC attendant.
3. Study outline of affective domain.
4. Related reading:
   a) Gronlund, N. E. Stating Behavioral Objectives for Classroom Instruction. New York: Allyn and Bacon, 1970.
   b) Tanner, Daniel. Using Behavioral Objectives in the Classroom. New York: MacMillan Co., 1972, Part 2.
   c) Krathwohl, D. R. (Ed.) Taxonomy of Educational Objectives, Handbook II, Affective Domain. New York: David McKay Co., Inc., 1964.
   d) Burns, Richard W. New Approaches to Behavioral Objectives. Dubuque, Iowa: Wm. C. Brown Co., 1972, pp. 22-48.
   e) Lee, B. N. and Merrill, M. D. Writing Complete Affective Objectives: A Short Course. Belmont, Calif.: Wadsworth Publishing Co., Inc., 1972.

Learning Activities (continued):

1. Related reading:

f) Carin, A. A. and Sund, R. B. Teaching Scienc Through Discovery. Columbus: Charles E. Merrill Publishing Co., 1970.

Evaluation: Sign up for a seminar session which will be limited to four participants. Bring your list of objectives and your written justification.

Title: Using Behavioral Objectives

Rationale: Behavioral objectives allow the teacher to focus on the purpose of his instruction and to select appropriate activities and materials to achieve this purpose. They provide a basis for ascertaining what has been learned at the end of the instruction which indicates accomplishment of objectives or the need for further teaching.

Objective: The student will demonstrate his ability to develop behavioral objectives by writing such objectives (cognitive or affective) as part of every lesson plan written during the semester.

Learning Activities:

1. Complete competencies 2.01, 2.02, and 2.03.

Evaluation: Team members will check all lesson plans for evidence of achievement of this competency.

APACE - SUCB 2.05 - Planning

Title: Lesson Planning

Rationale: Planning for instruction requires an understanding of the children being taught, the learning process, the curriculum, and teaching strategies. Planning is a way of thinking. If one learns to think about teaching in logical and well defined ways, attainment of learning outcomes is more readily realized. The traditional lesson plan format is one way to think about teaching. One needs to plan in many ways to meet the flexibility of today's curriculum.

Objective: The student will produce a written plan, selecting one of the varied formats provided, for all lessons taught during the semester.

Pre-requisites: 2.01, 2.02, 2.03

Learning Activities:

1. Attend instructional sessions.
2. Take advantage of every opportunity to get to learn about the children in your classroom so that you are able to plan in relation to their needs, interests, and abilities.
3. View and listen to Vimcet Associates #13, Teaching Units and Lesson Plans in the Instructional Resource Center. Get accompanying Answer Sheet from IRC attendant.
4. View filmstrips: a) Explaining, Professional Education Series, BelMort Films in the IRC. b) Planning a Unit, Professional Education Series, BelMort Films, in the IRC.

Evaluation: All lesson plans are to be kept in a folder which is to be submitted to your advisor twice:

a) On the Monday following the third week of participation.

b) On the Monday following the last week of participation.

Your folder will be returned to you at your final conference on 6.04.

Note: "All plans" means plans for all lessons taught whether they were required for specific objectives or in addition to those required. If a plan is submitted for evaluation in relation to another objective, a duplicate is to be included in your folder.

Title: Individualizing Instruction Using Task Cards

Rationale: There are a variety of strategies which a teacher can use to individualize instruction for elementary school children. One such technique involves the use of task cards which are designed to deal with a specific concept or generalization and allow for variations in learning style, pace, and ability.

Objective: The student will develop a set of task cards related to a concept or generalization in science, math, or social studies, which meet the following criteria:

a) Cards identify objective (or, if science, state the problem), materials needed, directions for accomplishing the objective, and evaluation procedure.

b) Set is extensive enough to provide for variations in children's ability and learning style.

c) Vocabulary employed is appropriate for children working independently.

Learning Activities:

1. Attend instructional session.

2. Examine samples in the "Task Cards" folder in the Instructional Resource Center, Bacon 118. (Notice the variety represented in the collection. This is to indicate that you are not expected to replicate a model.)

3. Look at the curriculum and talk with teachers for help in selecting an appropriate concept or generalization.

4. Locate trade books written for children on the topic you choose.

5. View filmstrips with cassette tape "Modern Mathematics Activities for Primary Grades" and "Explorations in Science" (Super 8mm cartridges) in the Instructional Resource Center.

6. Related reading:

a) Dunn, R. and Dunn, K. Practical Approaches to Individualized Instruction. West Nyack, N.Y.: Parker Publishing Company, 1972.

b) Stahl, D. and Anzalone, P. Individualized Teaching in Elementary Schools. West Nyack, N.Y.: Parker Publishing Company, 1970.

Evaluation: Submit task cards to evaluator, identifying the grade or age level for which they were developed.

STUDENTS SELECTING 2.08 WILL COMPLETE THE ABOVE OBJECTIVE BY DEVELOPING THE TASK CARDS FOR THEIR LEARNING CENTER.

Title: Concept Development

Rationale: Attaching meaning to abstract symbols is what is meant by conceptual thought. Concepts are personal since they grow out of man's own experience. Experience leads people to develop more precise and more applicable concepts. Concept development in social studies is particularly crucial and particularly difficult because many of the concepts are outside the realm of personal experience of many children. The concept of mountain held by a child who has never left Nebraska is different from that held by a person who lives in Denver. Concept development in the classroom must rest heavily on multisensory approaches to learning that allow the child to broaden his conceptual base.

Objective: After selecting a concept in social studies, the student will identify the materials and experiences that could be used in developing the concept, and describe how these would be used with children.

Learning Activities:

1. Attend instructional sessions.

2. Related reading:

   a) Frymier, J. R. (ed.) "Concepts and Concept Learning." Theory Into Practice, Vol. 10, April 1971.

   b) Beyer, B. K. and A. N. Penna (eds.) Concepts in the Social Studies. Washington, D.C.: National Council for the Social Studies (NEA) 1971.

   c) Folder "Teaching and Learning Concepts" by Baird.

   d) Jarolimek, J. Social Studies in Elementary Education. New York: The Macmillan Company, 1971.

   e) Carin, A. A. and R. B. Sund. Teaching Modern Science. Columbus: Charles E. Merrill Publishing Company, 1970, Ch. 4.

   f) Estvan, F. J. Social Studies in a Changing World. New York: Harcourt, Brace & World, Inc., 1968.

Evaluation: Sign up for a seminar session. Bring your lists with you.

Title: Individualizing Instruction Through the Use of a Learning Center

Rationale: A growing awareness of the wide range of ability levels, learning styles, and interests of children at any grade level, as well as the desire to develo more independent learners, has created an increased emphasis on the individualization of instruction in elementary schools. As a result, teachers need to develop a variety of techniques which will allow their instruction to become more individualized.

Objective: The student will demonstrate the ability to develop a learning center in social studies, science, or mathematics, which focuses on a concept. He will write objectives for the learning center and employ task cards, at least one instructional tape, concrete objects to be viewed or manipulated, pictures, books, records, and/or other materials which will assist the child in achieving the objectives.

Learning Activities:

1. Attend an instructional session.
2. Examine textbooks and curriculum guides to assist you in selecting a concept around which to develop the learning center.
3. Examine books written for teachers in the area of the curriculum which you have selected. They can provide a wealth of suggestions for activities which can be individualized.
4. Locate trade books and other materials which have been produced for children on the topic you select.
5. Related reading:

a) Stahl, D.K. and Anzalone, P. Individualized Teaching in Elementary Schools. West Nyac N.Y.: Parker Publishing Company, Inc., 19

b) Rapport, V. and Parker, M. Learning Centers: Children on Their Own. Washington, D.C.: Association for Childhood Education International, 1970.

c) Dunn, R. and Dunn, K. Practical Approache to Individualizing Instruction. West Nya N.Y.: Parker Publishing Company, Inc., 19

Learning Activities (continued):

5. Related reading (continued):

d) Forte, I. and Mackenzie, J. Nooks, Crannies and Corners. Nashville: Incentive Publications, Inc., 1972.

e) Carin, A. and Sund, R. B. Teaching Modern Science. Columbus: Charles E. Merrill Publishing Company, 1970, Chapter 8.

f) Copeland, W. Mathematics and the Elementary School Teacher. Philadelphia: W. B. Saunders Company, 1972, Chapter 11.

g) Spache, E. B. Learning Activities for Child Involvement. Boston: Allyn and Bacon, Inc., 1972.

Evaluation: You may select either of the following:

a) Advise the evaluator when your learning center is in use in your classroom.

b) Advise the evaluator when your learning center is complete and a date will be established at which time you will present your center to other participants in APACE.

Evaluation will be based on the value of the selected activities in relation to the objectives, appropriateness for children of differing ability, learning rate, and learning style, and provision for independent pursuit of learning (without asking questions of the teacher).

APACE - SUCB 2.09 - Planning

Title: Effective Use of Films and Filmstrips

Rationale: Using a good film or filmstrip can be an excellent teaching technique and result in a good learning experience for children. To achieve this takes careful planning on the part of the teacher as it requires much more than placing the film on the projector and having children view it.

Objective: The student will demonstrate his knowledge of effective techniques in the use of a film or filmstrip by describing in detail how he would use a selected film or filmstrip in his classroom.

Learning Activities:

1. Attend instructional session.
2. Select a topic from the science or social studies curriculum at the grade level to which you have been assigned.
3. Choose an appropriate film or filmstrip from the Film Library in the Communications Center (you will need a signature from one of the team) or a filmstrip available at your school.
4. Related reading:

   a) Victor, Edward. Science for the Elementary School. New York: The Macmillan Company, 1965, pp. 98-104.

   b) Dale, Edgar. Audio-Visual Materials in Teaching. New York: The Drydon Press, Inc 1946, pp. 192-197, 488-498.

Evaluation: Submit in writing to the evaluator. Evaluation will be based on your ability to describe effective techniques. It is assumed that your description will reflect ideas such as those mentioned in Victor and Dale.

Please include a statement of your objectives for the lesson which includes the film or filmstrip. If a filmstrip is used, submit it with your written material if at all possible.

APACE - SUCB 3.01 - Teaching

Title: Analyzing Teaching Incidents

Rationale: Many incidents which arise while teaching may not occur in a pre-service teacher's participation or student teaching experiences. It is helpful to have had an opportunity to deal with such occurrences prior to meeting them in real life. Simulation materials have been designed to present critical teaching incidents which involve written analysis, discussion, and role-playing. This provides an opportunity to think about alternative courses of action which might be taken when similar situations arise in the elementary school.

Objective: The student will be able to suggest alternative courses of action in dealing with critical teaching incidents presented through the use of simulation materials.

Learning Activities:

1. Attend an introductory session at which the simulation materials will be presented and the setting described.

2. Attend a series of seven seminar sessions at which teaching incidents will be discussed.

3. Required preparation for seminars: For two days preceding each seminar, incident descriptions (written or filmed) will be available in the IRC, Bacon 118, together with response sheets to be completed after consideration of the incident.

NOTE: The incidents dealt with in these simulation materials relate to a self-contained classroom and, therefore, may be quite different from those which you will experience in your participation. They may be very relevant, however, in relation to your future teaching experiences.

You may submit suggestions for incidents which you would like the group to analyze.

Evaluation: Based on active participation in seminars.

Title: Discovery Learning

Rationale: In recent years much stress has been placed on the active involvement of children in the learning process, particularly to develop inquiry skills. Science and math offer many opportunities for learning through discovery.

Objectives: The student will provide a discovery experience in science or math for children in his classroom.

Learning Activities:

1. Related reading:

   a) Carin, A. A. and R. B. Sund. Teaching Modern Science. Columbus; Charles Merrill Publishing Company, 1970, Ch. 4-7.

   b) Underhill, R. G. Teaching Elementary School Mathematics. Columbus: Charles E. Merrill Publishing Company, 1972, pp. 34-40.

   c) Kersh, B. Y. "Learning by Discovery: Instructional Strategies." The Arithmetic Teacher, 1965, pp. 414-417.

   d) Kersh, B. Y. "The Motivating Effect of Learning by Directed Discovery." Journal of Educational Psychology, 1962, pp. 65-71.

   e) Grossnickle, F. E. and J. Reckzeh. Discovering Meanings in Elementary School Mathematics. New York: Holt, Rinehart and Winston, Inc., 1973, Ch. 2-3.

2. Examine the various lessons in ESS, SCIS, S-APA or other science approach programs (see 4.04).

Evaluation: Submit your plan and evaluation to the evaluator or invite a team member to observe your lesson and provide the observer with a copy of your plan before you begin the lesson.

Title: Interest Centers

Rationale: Interest centers provide opportunities to extend the classroom environment and allow children to explore, discover, and experiment as they interact with the variety of instructional materials housed in a center. The focus of the center may be thematic, it may focus on a given conept such as electricity or magnetism, or it may be experimenting with media. Multi-sensory materials are crucial for it is what is in the center that makes the difference.

Objective: The student will assemble materials and organize an interest center to be used by the children with whom he is working.

Learning Activities:

1. Review slide-tape program "Interest Centers." APACE, 1973.

2. Related reading:

   a) Rapport, V. and M. Parker. Learning Centers: Children on Their Own. Washington, D.C.: Association for Childhood Education International, 1970.

   b) Garrison, E. L. Individualized Reading - Self-Paced Activities. Dansville, N.Y.: Instructor Publications, Inc., 1970. (Butler Library)

   c) Voight, R. C. Invitation to Learning - The Learning Center Handbook. Washington, D.C.: Acropolis Books, Ltd., 1971.

   d) Primary School Portfolio. Washington, D.C.: Association for Childhood Education International, 1968. (Butler Library)

   e) Forte, I. and J. Mackenzie. Nooks, Crannies and Corners. Nashville, Incentive Publications, Inc., 1972.

   f) Stahl, D. K. and P. Anzalone. Individualized Teaching in Elementary Schools. West Nyack, N.Y.: Parker Publishing Company, Inc., 1970.

   g) Folder "Interest Centers in Informal Classrooms".

Evaluation: Inform the evaluator when your center is operational.

Title: Value Clarification

Rationale: Raths has suggested that some children's problems which are attributed to emotions actually result from value disturbances. Persons with unclear values lack direction for their lives and lack criteria for choosing what to do with their time and energy. The value clarifying procedures developed by Raths and his associates have helped many children to become more purposeful, more enthusiastic, more positive, and more aware of what is worth striving for.

Objective: The student will demonstrate his knowledge of value clarifying strategies and the ability to use them with children, by selecting two strategies described in Values and Teaching and using them on two separate occasions.

Learning Activities:

1. Attend an instructional session.
2. Develop an understanding of the valuing process, strategies for value clarification, and the teacher's role in the process, as presented by Raths, Harmin and Simon in Values and Teaching (Columbus: Charles E. Merrill Publishing Company, 1966).
3. Discuss with your cooperating teacher various strategies which you might use in order to select two which are particularly appropriate for the children who will be involved.

Evaluation: Sign up for a seminar session in which you will be able to describe the strategies used, how they fit into ongoing instruction, your analysis of the experience, and your feelings about the value of value clarification in the elementary classroom.

Title: Experience Charts in the Teaching of Reading

Rationale: Experience charts are one way to teach beginning reading. Functioning out of the premise: What I hear I can say; what I say I can read; what I read I can write, this approach teaches children to read using their own language.

Objective: The student will develop an experience chart with a group of children as the result of a shared activity and use it in a follow-up reading lesson.

Learning Activities:

1. Listen to instructional tape with accompanying slides in the Instructional Resource Center (Bacon 118).

2. Related reading:

   a) Lee, D. and R. V.Allen. Learning to Read Through Experience. New York: Appleton-Century-Crofts Co., 1963.

   b) Nerbovig, M. and V. R. Herrick. Using Experience Charts with Children. Columbus: Charles Merrill Books, Inc., 1965.

   c) Spache, G. and E. Spache. Reading in the Elementary School. Boston: Allyn and Bacon, Inc., 1969.

   d) Stauffer, R. G. The Language Experience Approach to the Teaching of Reading. New York: Harper & Row, Publishers, 1970.

Evaluation: Sign up for a seminar session at which you will discuss the language experience approach to the teaching of reading. Submit your chart, together with plan and evaluation of the lesson in which the completed chart was used, to the evaluator at the seminar session.

Title: Instructional Games

Rationale: Games, if carefully planned, can provide meaningful practice for children and can be used successfully on an individual basis or in small groups. Commercial games are available but teachers can devise inexpensive games which are appropriate.

Objective: The student will construct at least five games which will be used in the elementary school classroom to provide practice for developing specific skills. At least one of the games must be an original design.

Learning Activities:

1. View and listen to "Teaching Reading with Games" (Bailey Films, Inc.) in the Instructional Resour Center.

2. There is a wealth of material on instructional games. The following list identifies only a few of these sources:

   a) Zintz, M. The Reading Process.

   b) Russell, D. and Karp, E. E. Reading Aids Through the Grades. New York: Teachers College Press, Columbia University, 1963.

   c) Herr, S. E. Learning Activities for Reading Dubuque: Wm. C. Brown Company, Publishers, 1961.

   d) Smith, J. A., et al (eds.) Independent Learning Activities. Albany: Capital Area School Development Association, SUNY, 1958.

   e) Stahl, D. K. and P. Anzalone. Individualized Teaching in Elementary Schools. West Nyack, N.Y.: Parker Publishing Company, Inc., 1970.

   f) Bloomer, R. H. Skill Games to Teach Reading. F. A. Owen Publishing Company, 1964.

   g) Reading Activities for Middle Graders. Boston Ginn and Company.

   h) Let's Play a Game. Boston: Ginn and Company

Evaluation: Submit a brief description of each game with a list of skills for which it was designed. Provide the evaluator with a note telling when your games will be in use in your classroom.

Title: Critical Reading Skills

Rationale: An increasingly important goal of the curriculum is the development of critical readers. In today's world, mass media is constantly bombarding man with information which needs to be assimilated and evaluated. The skills which will permit such a critical evaluation should be taught on a continuing basis throughout the elementary school.

Objective: The student will demonstrate his ability to plan and teach a lesson on critical reading.

Learning Activities:

1. Complete 4.09.

2. Related reading (one source will not be adequate):

   a) Zintz, M. V. The Reading Process. Dubuque: Wm. C. Brown Company Publishers, 1970, Ch. 10.

   b) Harris, L. A. and C. B. Smith. Reading Instruction Through Diagnostic Teaching. New York: Holt, Rinehart and Winston, Inc., 1972, Ch. 14.

   c) DeBoer, J. J. and M. Dallman. The Teaching of Reading. New York: Holt, Rinehart and Winston, Inc., Ch. 6A, 6B.

Evaluation: Submit lesson plan and your evaluation. If you used materials which played an important role in the lesson, please submit them.

Title: Directed Reading Lesson

Rationale: A large percentage of elementary schools use basal readers as part of their reading program. The teachers' manuals for these basal series provide great assistance for the beginning teacher. If they are followed rigidly, however, they can become routine, boring, and irrelevant for a particular group of children.

The steps in a directed reading lesson provide a goo outline of procedures. An effective teacher of read ing understands the purpose behind each step and varies his technique from lesson to lesson.

Objective: The student will teach a directed reading lesson after preparing in the following manner:

1. Select a story from the basal reader and

   a) Suggest three different techniques for introducing the vocabulary, two of which use words in context.

   b) Two different approaches to developing background for the story. (If you did this simultaneously in a), it need not be repeate

   c) List four possible purposes for silent reading.

   d) Identify four purposes for oral re-reading.

   e) Design at least six thought-provoking questions which could provide the focus for a discussion of the story.

   f) Suggest three follow-up activitites which could be used to extend children's interest in the topic.

2. Make selections from the alternatives and prepare a lesson keeping your students in mind.

Learning Activities:

1. Related reading (you will undoubtedly need to read widely in order to achieve the objective):

   a) Zintz, M. V. The Reading Process. Dubuque: Wm. C. Brown Company Publishers, 1970.

Learning Activities: (continued)

1. Related reading (continued):

b) Schubert, D. G. and T. L. Torgerson. Improving the Reading Program. Dubuque: Wm. C. Brown Company Publishers, 1972.

c) Wilson, R. M. and M. Hall. Reading and the Elementary School Child. New York: Van Nostrand Reinhold Company, 1972, Ch. 6, 8.

d) Stauffer, R. G. Directing Reading Maturity as a Cognitive Process. New York: Harper & Row, Publishers, 1969, Ch. 2.

e) DeBoer, J. J. and M. Dallman. The Teaching of Reading. New York: Holt, Rinehart and Winston, Inc., 1970.

f) Ekwall, E. E. Locating and Correcting Reading Difficulties. Columbus: Charles E. Merrill Publishing Company, 1970.

g) Deighton, Lee C. Vocabulary Development In the Classroom. New York: The Institute of Language Arts, Teachers College, Columbia University, 1959.

h) Gray, William S., A. Sterl Artley, et al. Developing Children's Word-Perception Power, Grades 1-3. Chicago: Scott, Foresman & Company, 1954.

i) Deighton, Lee C. Vocabulary Development. New York: The MacMillan Company, 1964.

j) Feldmann, Shirley C. and Kathleen K. Merrill. More Ways to Read Words. New York: Teachers College, Columbia University, 1959.

Evaluation: Submit the final plan and your evaluation, together with the alternatives developed in the planning stage.

You may want to ask the evaluator to observe your lesson and provide feedback on your techniques.

Title: Listening

Rationale: The student spends about 45% of each day receiving communication through listening. Skill in listening is, however, often taken for granted. Because of its close relationship to reading and other significant activities both in and out of school, listening should receive instructional attention in the classroom.

Objective: The student will provide at least three experiences designed to increase the listening skills of one or more children in his classroom, and be able to support the teaching of listening in the elementary school.

Learning Activities:

1. Related reading:

   a) Assessment of Listening Skills, Part I, Inservice Reading Resource Kit, Package IV. Albany: The State Education Department.

   b) Strickland, R. G. The Language Arts in the Elementary School. Lexington, Mass.: D.C. Heath, 1969.

   c) Tiedt, Iris and S. W. Tiedt. Contemporary English in the Elementary School. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1967.

   d) Russell, David and Elizabeth F. Russell. Listening Aids Through the Grades. New York Teachers College Press, Columbia University, 1959.

   e) Donoghue, Mildred R. The Child and the English Language. Dubuque, Iowa: Wm. C. Brown and Co., 1971.

   f) Burns, Paul C. and Leo Schell. Elementary School Language Arts: Selected Readings. Chicago: Rand McNally and Co., 1969.

   g) Burns, Paul C. and Betty L. Broman and Alberta L. Lowe. The Language Arts in Childhood Education. Chicago: Rand McNally and Co., 1966.

2. Listen to the tape Listening Skills (APACE).

3. Review Troll Associates filmstrip kit Sights and Sounds. (Butler Curriculum Lab PZ 10 S55).

Evaluation: Sign up for a seminar at which you will:

a) provide reasons why you believe listening should be taught in the elementary school.

b) describe the listening activities you provided for children.

Title: Oral Expression

Rationale: Research draws a clear relationship between oral and written language. The child with a rich oral vocabulary is usually more skillful in reading and writing experiences in the elementary school. In addition, skillful use of oral language seems to have a decided relationship to the way a student sees himself as a fully functioning person. The teacher who supports these notions provides many experiences with poetry, literature, story-telling, and drama.

Objective: The student will demonstrate his ability to organize and provide an experience to develop oral expression abilities of children.

Learning Activities:

1. Attend instructional session.

2. Select an activity from the three broad areas which place a student in a situation calling for the production of oral language (monologue, dialogue, drama). These categories are described in the "Oral Expression" folder in the Instructional Resource Center, Bacon 118. If you wish to use an activity which is not listed, check with the evaluator.

3. Become thoroughly familiar with teaching procedures for the activity you select, as well as purposes for using the activity with elementary school children, through related reading:

   a) Lamb, Pose. Guiding Children's Language Learning. Dubuque: Wm. C. Brown Company Publishers, 1971.

   b) Anderson, P. S. Language Skills in Elementary Education. New York: The MacMillan Company, 1963.

   c) Applegate, M. Easy in English. Evanston, Ill.: Harper & Row, Publishers, 1964.

   d) Tiedt, I. and S. W. Tiedt. Contemporary English in the Elementary School. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1967.

   e. Donoghue, M. R. The Child and the English Language Arts. Dubuque; Wm. C. Brown Company Publishers, 1971.

Learning Activities: (continued)

3. Related readings: (continued)

f) Strickland, R. G. The Language Arts in the Elementary School. Boston: D. C. Heath and Company, 1966.

g) Burns, P. C., B. L. Broman, and A. L. Wantling. The Language Arts in Childhood Education. Chicago: Rand McNally & Company, 1971.

h) Dallman, M. Teaching the Language Arts in the Elementary School. Dubuque: Wm. C. Brown Company Publishers, 1971.

i) Burns, P. C. and L. M. Schell. Elementary School Language Arts - Selected Readings. Chicago: Rand McNally and Company, 1973. Part Three.

j) Dawson, M. A., M. Zollinger, and A. Elwell. Guiding Language Learning. New York: Harcourt, Brace & World, Inc., 1963.

k) Greene, H. A. and W. T. Petty. Developing Language Skills in Elementary Schools. Boston: Allyn and Bacon, Inc., 1963.

l) Chesler, M. and R. Fox. Role-Playing Methods in the Classroom. Chicago: Science Research Associates, Inc., 1966.

m) Warren Schloat Productions, Inc. Black Poems, Black Images. (Butler Curriculum Lab).

4. Listen to tapes in the Instructional Resource Center, Bacon 118:

a) Poems for Children, Carl Sandburg. (LP)

b) You Read to Me, I'll Read to You, John Ciardi. (LP)

5. Obtain "Choral Speaking" handout from the Instructional Resource Center, Bacon 118.

Evaluation: Submit plan and evaluation.

Title: Written Expression

Rationale: When dealing with written expression, it is important for the teacher to keep in mind the relationship that exists between oral and written language.

The purpose in creative writing differs from the purpose of functional or practical writing. Creative writing focuses on imagination, curiosity, and perception. Functional writing focuses on its ability to communicate a message.

Objective: The student will demonstrate the ability to provide:

a) an experience related to either functional or personal (creative) writing which will increase children's skill in written expression and

b) appropriate responses to the children in relation to their writing.

Learning Activities:

1. Attend instructional session.

2. Related reading:

a) Anderson, P. S. Language Skills in Elementary Education. New York: The MacMillan Company, 1964.

b) Applegate, M. Easy in English. Evanston, Ill.: Harper & Row Publishers, 1964.

c) Applegate, M. Helping Children Write. Evanston, Ill.: Row, Peterson and Company, 1954.

d) Burrows, A. and D. C. Jackson and D. O. Saunders. They All Want to Write. New York Holt, Rinehart and Winston, 1964.

e) Dallman, M. Teaching the Language Arts in the Elementary School. Dubuque: Wm. C. Brown Company Publishers, 1971.

f) Greene, H. A. and W. T. Petty. Developing Language Skills in the Elementary School. Boston: Allyn and Bacon, Inc., 1963.

g) Lamb, Pose. Guiding Children's Language Learning. Dubuque: Wm. C. Brown Company Publishers, 1971.

Learning Activities: (continued)

2. Related reading: (continued)

h) Petty, W. T. and M. E. Bowen. Slithery Snakes and Other Aids to Children's Writing. New York: Appleton-Century-Crofts, 1967.

i) Strickland R. G. The Language Arts in the Elementary School. Boston: D. C. Heath and Co., 1959.

j) Tiedt, I. and S. W. Tiedt. Contemporary English in the Elementary School. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1967.

k) Walter, N. W. Let Them Write Poetry. New York: Holt, Rinehart and Winston, 1962.

l) Warren Schloat Productions, Inc. Black Poems, Black Images. (Butler Curriculum Lab).

3. Listen to tapes in the Instructional Resource Center, Bacon 118:

a) Poems for Children, Carl Sandburg. (LP)

b) You Read to Me, I'll Read to You, John Ciardi. (LP)

Evaluation: Arrange an appointment with the evaluator at which you will submit plan, evaluation, and papers with your responses to the children. This should be held within two days of the lesson so that papers may be returned to children without undue delay.

Title: Influencing Pupil Behavior

Rationale: Teachers often use group discipline techniques rather than seeking out a child on a one-to-one basis. Attempts to affect behavioral change which are made before the entire class are often ineffective and may cause a ripple effect which can create more problems than they eliminate. Although there are no precise techniques which can be used by all teachers with all children in all situations, the ability to apply certain principles can greatly increase the teacher's success in influencing behavior.

Objective: On three separate occasions, the student will demonstrate the ability to follow a course of action appropriate to the procedures of reality therapy or the principles stated by Baker when attempting to influence pupil behavior.

Learning Activities:

It is recommended that you become familiar with both reality therapy and Baker's principles so that you can choose the approach which you feel is more appropriate for you.

1. Reality therapy:

   a) Baird, H. and F. B. Rich. Teacher Pupil Relations, A Programmed Text. Dubuque: Kendall/Hunt Publishing Company, 1971.

   b) Read "Reality Therapy" folder on file in the Instructional Resource Center which includes a self-test to help you determine your understanding of this strategy.

   c) Listen to Brigham Young University tape Reality Therapy. Get accompanying response sheet from Instructional Resource Center attendant.

2. Work through the Vimcet Associates filmstrip-tape program #15, Discipline, by Eva L. Baker. Accompanying work sheet is available in the Instructional Resource Center.

3. Observe children's classroom behavior. Think through the course of action you might follow in dealing with any problems.

Learning Activities: (continued)

4. Discuss alternative courses of action for various problems with fellow students.

Evaluation: Sign up for a seminar session. Submit written descriptions of the problem and the course of action you followed in each of the three situations.

NOTE: Listen to NEA tape The Effect of School Failure on the Life of the Child. W. Glasser, Part I and II.

Title: Good Questioning Practices

Rationale: Questioning plays a major role in teaching as it is the most frequently used teaching strategy. Research indicates that teachers ask questions at the rate of two or three per minute and sometimes even more. Teachers need to be aware of techniques that will make their questioning more effective. These are skills which can be developed by any teacher who is willing to practice using them.

Objective: The student will:

a) demonstrate the ability to utilize at least five good questioning practices while teaching a lesson, and

b) identify the practices used.

Learning Activities:

1. Attend an instructional session.

2. View the Professional Education Series filmstrip Asking Questions, Bel-Mort Films, in the Instructional Resource Center (Bacon 118).

3. Listen to one or more of the audiotapes on file in the Instructional Resource Center (Bacon 118) and analyze the questioning practices used by the teacher.

4. Practice analyzing your own questioning (using tapes if possible) or those of other teachers you observe.

5. Related reading:

   a) Morgan, J. C. and J. E. Schreiber. How to Ask Questions. Washington, D.C.: National Council for the Social Studies, 1969.

   b) Carin, A. A.and R. B. Sund. Developing Questioning Techniques. Columbus, Ohio: Charles E. Merrill Publishing Company, 1971, pp. 30-51.

   c) Groisser, P. How to Use the Fine Art of Questioning. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964.

Learning Activities: (continued)

5. Related reading: (continued)

d) Houston, V. M. "Improving the Quality of Classroom Questions." Educational Administration and Supervision. 1938, 24:17-28. (Butler Reserve Room)

e) Klebaner, R. P. "Questions That Teach." Grade Teacher, 81:75-77, March 1964. (Butler Reserve Room)

f) Loughlin, R. L. "On Questioning." The Educational Forum, 25:581-582, May 1961. (Butler Reserve Room)

Evaluation: You may select either of the following:

1. Tape record a lesson and submit the tape and your analysis of the questioning practices to the evaluator.

2. Arrange an observation by the evaluator to be followed by a conference in which you analyze your questioning practices. Before you begin the lesson, give the observer a list of the practices you will be using.

Title: Asking Higher Level Questions

Rationale: Developing children's ability to think critically is one of the foremost goals of education today. Teachers can provide opportunities for their student to learn this skill by asking higher cognitive level questions as part of the lessons they teach. However studies indicate that teachers tend to focus their questions on the knowledge or memory level. They appear to view questioning primarily as a technique to discover whether the child can recall factual information to which he has been exposed.

Through this learning experience, you will increase your knowledge of the levels of the cognitive domain and develop the ability to formulate and utilize questions at the higher levels.

Objective: The student will teach two lessons in which at least four levels of the cognitive domain are represented in his questioning and at least 50% of all non-procedural questions asked are above the knowledge level.

Learning Activities:

1. Attend instructional sessions.

2. Listen to Instructional Dynamics Inc. tape #306 Classroom Questions with Donald Cruickshank and Roger Cunningham in the Instructional Resouce Center.

3. Related reading:

   a) Bloom, B. S. (ed.) Taxonomy of Educational Objectives, Handbook I: Cognitive Domain. New York: Longmans, Green, 1955. (Butler Reserve Room)

   b) Sanders, N. M. Classroom Questions: What Kinds? New York: Harper & Row, 1966.

   c) Carin, A. A. and R. B. Sund. Developing Questioning Techniques. Columbus: Charles E. Merrill Publishing Company, 1971.

4. Listen to one or more of the audiotapes of lesso available in the Instructional Resource Center. Classify the questions asked by the teacher.

Learning Activities: (continued)

5. Select a lesson topic. Develop an exhaustive list of questions which could be asked relative to the topic. Identify the cognitive level of each question and compute the percentage of questions at each level.

6. Select a list of questions from those available in the Instructional Resource Center. Identify the cognitive level of each question, then compare your responses with the answer key.

7. Using the filmstrip, Butterflies and Moths (Eye Gate House, 72-A), develop a list of questions representing various cognitive levels which could be used in a discussion.

8. Select a tapescript of a lesson from those available in the Instructional Resource Center. After categorizing the questions, compare your responses with those on the answer key.

9. Arrange to observe a teacher. List and categorize the questions asked.

10. Teach and tape a lesson. Analyze the levels of questions you asked. Repeat until you are satisfied with your level of competence in asking higher level questions.

Evaluation: Teach and tape two lessons during your field experience. Submit tapes to the evaluator with a list of all nonprocedural questions asked. Indicate the cognitive level of each question and compute the percentage of questions at each level.

Title: Individualizing Instruction in Math Through Tutoring

Rationale: Part of the teacher's role is working on a one-to-one basis with children who have special learning needs. Some children will need more concrete examples, more direct explanation, and frequent opportunities for evaluation and reteaching. Tutoring is one way to accomplish these goals.

Objective: The student will demonstrate the ability to tutor an elementary school student using structured tutoring procedures.

Learning Activities:

To achieve the objective, you must:

1. Attend an introductory session which will provide an explanation of this mini-course.
2. Attend four sessions at which videotaped instruction will teach you to use specific tutoring techniques. These sessions require brief preparatory reading.
3. Attend a seminar session at the end of the mini-course.
4. Plan and teach two lessons following each instructional session (a teach and re-teach on each of the tutoring skills).
5. Audiotape each tutoring session for self-analysis

Evaluation: Based on satisfactory completion of all aspects of the mini-course.

NOTES: Children should be selected who would benefit from tutoring but who do not have severe learning problems.

This is designed for children in Grade 3 or above. If you are assigned to a K-2 class and wish to complete this objective, you will need to arrange to work with one or two children from another classroom.

APACE - SUCB

4.01 - Knowledge of the Curriculum - General

Title: Focus on Open Education

Rationale: The concept of the Open School has historical antecedents in the concepts of humanism and progressive education. Openness, while defined differently in a variety of settings, is primarily a student-centered approach to learning and teaching.

Objective: The student will be able to cite sources that:

a) describe the development of open concepts of education

b) compare the traditional school with the open school as to philosophy, instructional strategies. role of the teacher, role of the child, and evaluation.

Learning Activities:

1. Listen to tape A Time for Love, A Time for Caring...Focus on Open Education, APACE, 1973, in the Instructional Resource Center, Bacon 118.

2. Listen to tape and view filmstrip Opening Classroom Structure, Vimcet Associates #27, in the Instructional Resource Center, Bacon 118.

3. Related reading:

   a) Blackie, J. Inside the Primary School. New York: Schocken Books, 1971.

   b) Hunter, E. Encounter in the Classroom. New York: Holt, Rinehart and Winston, Inc., 1972.

   c) Rogers, V. R. Teaching in the British Primary School. New York: Macmillan Company, 1971.

   d) Hertzberg, A. and E. F. Stone. Schools are for Children. New York: Schocken Books, 1971.

   e) Bremer, A. and J. Bremer. Open Education, A Beginning. New York: Holt, Rinehart and Winston, Inc., 1972.

   f) Silberman, C. E. (ed.) The Open Classroom Reader. New York: Vintage Books, 1973.

Learning Activities: (continued)

3. Related readings: (continued)

g) Kohl, H. Reading, How To. New York: E. P. Dutton & Co., Inc., 1973.

h) Talbert, E. G. and L. E. Frase. Individualize Instruction: A Book of Readings. Columbus: Charles E. Merrill Publishing Company, 1972, pp. 26-48.

Evaluation: Sign up for a seminar at which students will discuss their findings.

APACE - SUCB

4.02 - Knowledge of the Curriculum - Math

Title: Cognitive Development and Mathematics

Rationale: The research of Piaget in terms of what he calls "stages of learning," makes a significant contribution to the curriculum of the elementary school. These stages have applicability to the way a child learns to read, to assimilate language, and to use mathematical principles. A teacher who is aware of Piaget's work is better equipped to provide tasks appropriate to the stage of development in which the child is working.

Objective: After surveying a math program, the student will demonstrate the ability to relate examples from the program to the stages of cognitive development as defined by Piaget.

Learning Activities:

1. Study handout "Cognitive Stages of Development-Piaget" which can be obtained from the Instructional Resource Center, Bacon 118.

2. Related reading:

   a) Copeland, R. W. How Children Learn Mathematics. New York: The Macmillan Company, 1970.

   b) Copeland, R. W. Mathematics and the Elementary Teacher. Philadelphia: W. B. Saunders Co., 1972.

   c) Underhill, R. B. Teaching Elementary School Mathematics. Columbus: Charles E. Merrill Publishing Company, 1972.

   d) Picard, A. J. "Piaget's Theory of Development with Implications for Teaching Elementary School Mathematics." School Science and Mathematics, Vol. 69, April 1969, pp. 275-280.

   e) The Arithmetic Teacher, Vol. 19, No. 4, April 1972. Issue devoted to Piaget's theories.

3. Examine math materials in the Butler Curriculum Lab:

   a) Nuffield Mathematics Teaching Project

   b) Minnemast - The Minnesota Mathematics and Science Teaching Project

Learning Activities: (continued)

3. Butler Curriculum Lab: (continued)

   c) SMSG - School Mathematics Study Group

   d) SRA Math Applications Kit

   e) SRA - Diagnosis. An Individualized Aid. Mathematics Level B.

   f) SRA Arithmetic Fact Kit

   g) Singer Individualized Math Drill and Practice Kit-CC

   h) Field Enterprises Educational Corporation. Cyclo-Teacher Learning Aid. Math.

   i) Educational Progress Corporation. Continuous Progress Lab.

4. Listen to Instructional Dynamics, Inc., Tape #328 Teaching Mathematics. Donald Kruickshank and Lorren Stull in the Instructional Resource Center.

Evaluation: Submit in writing to the evaluator.

APACE - SUCB

4.03 - Knowledge of the Curriculum - Math

Title: Understanding Modern Math Terms and Symbols

Rationale: Modern math is used in most elementary classrooms today. Teachers need an understanding of the terminology and symbols that are used, as well as the ability to solve problems in which these are found.

Objective: The student will demonstrate his understanding of symbols and terms used in elementary school modern math programs and the ability to solve problems in which these are used, by achieving a score of at least 85% on a written test.

Learning Activities:

1. Study math curriculum books for teachers such as:

   a) Underhill, R. G. Teaching Elementary School Mathematics. Columbus: Charles E. Merrill Publishing Company, 1972.

   b) Grossnickle, F.E. and J. Reckzeh. Discovering Meanings in Elementary School Mathematics. New York: Holt, Rinehart & Winston, Inc., 1973.

   c) Schminke, C. W., N. Maertens, and W. R. Arnold. Teaching the Child Mathematics. Hinsdale, Illinois: The Dryden Press, Inc., 1973.

   d) Dwight, L. A. Modern Mathematics for the Elementary Teacher. New York: Holt, Rinehart and Winston, Inc., 1966.

   e) Fehr, H. F. and J. McK. Phillips. Teaching Modern Mathematics in the Elementary School. Reading, Mass.: Addison-Wesley Publishing Company, 1967.

2. Study the Teacher's Editions of modern math textbook series used in the elementary school. (Some teachers' glossaries, e.g., that in Random House Mathematics Program, may be very helpful.)

3. Review your notes from any math courses you have taken which dealt with modern math in the elementary school.

Evaluation: Arrange to take the test. A first attempt to complete this objective must be made at least four weeks before the end of the semester.

APACE - SUCB

4.04 - Knowledge of the Curriculum - Science

Title: New Science Programs in Elementary Schools

Rationale: In 1951, the American Association for the Advancement of Science (AAAS) brought together scientists and educators to consider the need for improvement in elementary and secondary science education. Thus began a movement which resulted in the development of several elementary school science programs which focus on the processes, rather than the content, of science.

Objective: The student will be able to describe one science program* which focuses on a process approach, in relation to:

a. philosophy
b. goals
c. scope (topics included)
d. sequence (order of content)
e. role of the teacher
f. role of the child
g. a typical lesson
h. evaluation procedures

Learning Activities:

1. Listen to Instructional Dynamics Inc. tape #329 Teaching Science with Martin Lanquis in the Instructional Resource Center, Bacon 118.

2. Examine all program materials for the program you select. These may be found in the Instructional Materials Center (Old Gym) or in the Curriculum Lab (Butler Library). DO NOT ATTEMPT TO COMPLETE THIS OBJECTIVE WITHOUT SEEING THESE MATERIALS.

3. Attend instructional session by Dr. Gerald McGowan which will be scheduled during the semester

4. Related reading:

   a) Victor, Edward, and Marjorie S. Learner. Readings in Science Education for the Elementary School. New York: The MacMillan Company, 1967, pp. 449-479.

   b) Carin, Arthur A. and Robert B. Sund. Teaching Modern Science. Columbus: Charles E. Merrill Publishing Company, 1970, Chapter 3.

Evaluation: Sign up for a seminar session indicating which program you selected. An attempt will be made to have various programs represented in each seminar group.

*While there are a number of other programs, those most commonly used in this area are: ESS: The Elementary Science Study, SCIS: The Science Curriculum Improvement Study, S-APA: Science - A Process Approach (The AAAS Project)

APACE - SUCB

4.05 - Knowledge of the Curriculum - Social Studies

Title: New Directions in Social Studies

Rationale: Traditionally, social studies instruction has focused on the areas of history and geography. In recent years much attention has been given to broadening study to include a wider range of the social sciences. Because many of today's college students experienced the narrower curriculum in their own elementary education, they need to begin to identify the changing dimensions of teaching the social studies.

Objective: The student will be able to:

a) describe several trends in elementary social studies,

b) identify the separate social sciences that are providing content for the social studies curriculum and give an example of at least one concept from each which would be taught in the elementary school.

Learning Activities:

1. Listen to:

   a) National Association of Elementary School Principals tape, Directions in Elementary School Social Studies by Bruce Joyce.

   b) National Association of Elementary School Principals tape, Teaching the Young to Love by Jack Frymier.

   c) Instructional Dynamics Inc. tape #327 Teaching Social Studies with James Burr.

2. Related reading:

   a) Walsh, H. M. (ed.) Anthology of Readings in Elementary Social Studies. Washington, D.C.: National Council for the Social Studies, 1971.

   b) Frymier, J. R. (ed.) "A Regeneration of the Humanities." Theory Into Practice. Vol. 10, June 1971.

   c) Estvan, F. J. Social Studies in a Changing World. New York: Harcourt, Brace & World, Inc., 1968.

Learning Activities: (continued)

2. Related reading: (continued)

d) Jarolimek, J. Social Studies in Elementary Education. New York: Macmillan Company, 1971.

e) Joyce, B. R. New Strategies for Social Education. Chicago: Science Research Associates, Inc., 1972.

Evaluation: Sign up for a seminar session or submit in writing.

APACE - SUCB

4.05 - Knowledge of the Curriculum - Social Studies

Title: The New York State Curriculum in Social Studies

Rationale: The State of New York has developed a suggested program for social studies in the elementary and secondary schools of the state. The primary responsibility of the teacher is to know and teach the curriculum of a particular grade level. However, each teacher has an added responsibility to be aware of the total program and how his instruction relates to that which precedes and follows it.

Objective: The student will be able to discuss the New York State curriculum for social studies, demonstrating knowledge of the scope and sequence of the program from kindergarten through grade 6.

Learning Activities:

1. Study the curriculum guides (K-3 and 4-6) for social studies published by the State Education Department. (Copies may be found in the Butler Curriculum Lab and should be in your schools.)

Evaluation: Sign up for a seminar session at which your participation must reflect achievement of the objective.

APACE - SUCB

4.07 - Knowledge of the Curriculum - Reading

Title: Approaches to the Teaching of Reading

Rationale: Reading can be defined in a variety of ways. The definition one has is an outgrowth of one's beliefs about the teaching of reading. These points of view or philosophies are represented in the variety of reading programs available today. The sequence in which beginning reading skills are taught is determined by the belief system underlying the program.

A skillfull teacher should know enough about the teaching of reading to build a comprehensive reading program in his classroom that encompasses a variety of congruent approaches. Therefore, it is important for the teacher to be knowledgeable about the most frequently used approaches to the teaching of readin so as not to confuse the child with programs which are incompatible.

Objective: The student will:

1. Identify the definition of reading and the belie system basic to the philosophy of reading instruction in each of the following approaches: eclectic, phonic, linguistic, language experienc individualized.

2. Select three reading series, one using the phoni approach, one using the linguisitic approach, and one using an eclectic approach, and develop a chart comparing the sequence of beginning read ing skills (PP - Gr. 2) recommended by each program.

Learning Activities:

1. Related reading:

a) Niagara Frontier Council of the Internationa Reading Association. Linguisitics, Its Rele vance to Reading Instruction. Vol. 8, May 1970.

b) Harris, L. A. and C. B. Smith. Reading Instruction Through Diagnostic Teaching. New York: Holt, Rinehart and Winston, Inc., 1972, Ch. 3.

c) Zintz, M. V. The Reading Process. Dubuque: Wm. C. Brown Company Publishers, 1970.

d) Anderson, V. D. Reading and Young Children. New York: The Macmillan Company, 1968, Ch. 8-10.

Learning Activities: (continued)

1. Related reading: (continued)

e) Heilman, A. W. Principles and Practices of Teaching Reading. Columbus: Charles E. Merrill Books, Inc., 1967.

f) Stauffer, R. G. Directing Reading Maturity as a Cognitive Process. New York: Harper and Row, Publishers, 1969.

g) Wilson, R. M. and M. Hall. Reading and the Elementary School Child. New York: Van Nostrand Reinhold Company, 1972.

h) Chall, J. Learning to Read: The Great Debate. New York: McGraw-Hill Book Co., 1967.

i) Veatch, J. Individualizing Your Reading Program. New York: G. P. Putnam's Sons, 1959

j) Veatch, J. Reading in the Elementary School. New York: The Ronald Press Company, 1966.

k) Barbe, W. B. Educator's Guide to Personalized Reading Instruction. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1961.

l) For sources on the language experience approach see 3.05.

2. See handout "Varied Approaches to Teaching Reading" for help in selecting appropriate reading series. Available in Instructional Resouce Center, Bacon 118.

Evaluation: Sign up for a seminar session at which you will discuss the varied approaches. Turn in your chart at this meeting.

Learning Activities: (continued)

1. Related reading: (continued)

   e) Heilman, A. W. Principles and Practices of Teaching Reading. Columbus: Charles E. Merrill Books, Inc., 1967.

   f) Stauffer, R. G. Directing Reading Maturity as a Cognitive Process. New York: Harper and Row, Publishers, 1969.

   g) Wilson, R. M. and M. Hall. Reading and the Elementary School Child. New York: Van Nostrand Reinhold Company, 1972.

   h) Chall, J. Learning to Read: The Great Debate. New York: McGraw-Hill Book Co., 1967.

   i) Veatch, J. Individualizing Your Reading Program. New York: G. P. Putnam's Sons, 195

   j) Veatch, J. Reading in the Elementary School New York: The Ronald Press Company, 1966.

   k) Barbe, W. B. Educator's Guide to Personalize Reading Instruction. Englewood Cliffs, N.J. Prentice-Hall, Inc., 1961.

   l) For sources on the language experience approach see 3.05.

2. See handout "Varied Approaches to Teaching Reading" for help in selecting appropriate reading series. Available in Instructional Resouce Center, Bacon 118.

Evaluation: Sign up for a seminar session at which you will discuss the varied approaches. Turn in your chart at this meeting.

APACE - SUCB

4.08 - Knowledge of the Curriculum - General

Title: Study Skills in the Content Areas

Rationale: Study skills, sometimes referred to as functional reading skills, include locational skills, organizational skills, and skills related to interpreting symbolic data. These skills deserve much greater emphasis than is sometimes given in the instructional program as the level of mastery of these skills will determine how efficient the learner will be in all the content areas of the curriculum.

Objective: The student will be able to relate his knowledge of study skills to instructional tasks in which children are involved by designing behavioral objectives to describe the tasks.

Learning Activities:

1. Study the Outline of Basic Study Skills (Zintz, pp. 214-217).

2. Related reading (one source will not be adequate to meet the objective):

   a) Zintz, M. F. The Reading Process. Dubuque: Wm. C. Brown and Company, 1971, Ch. 9.

   b) DeBoer, J. J. and M. Dallman. The Teaching of Reading. New York: Holt, Rinehart and Winston, Inc., 1970, Ch. 8A and 8B.

   c) Wilson, R. M. and M. Hall. Reading and the Elementary School Child. New York: Van Nostrand Reinhold Company, 1972, Ch. 9.

   d) Jarolimek, J. Social Studies in Elementary Education. New York: The Macmillan Company, 1971.

Evaluation: Sign up for a session at which you will demonstrate achievement of the objective.

APACE - SUCB

4.09 - Knowledge of the Curriculum - Reading

Title: Comprehension Skills

Rationale: "Reading does not take place without comprehension and comprehension does not occur without thinking." (Harris and Smith, p. 243). Comprehension in reading is the process of bringing meaning to the written symbol which occurs as the reader relates his conceptual background to the decoded word, phrase, or passage. Comprehension skills are developed in the early grades and become more sophisticated and broader in scope as the child matures.

Objective: The student will demonstrate his understanding of the developmental aspect of comprehension reading skills by describing on a chart appropriate activities for children reading at the first and fourth grade levels.

Learning Activities:

1. Attend instructional session.

2. Related reading:

   a) Wilson, R. M. and M. Hall. Reading and the Elementary School Child. New York: Van Nostrand Reinhold Company, 1972, Ch. 8.

   b) Harris, L. A. and C. B. Smith. Reading Instruction Through Diagnostic Teaching. New York: Holt, Rinehart and Winston, Inc., 1972, Ch. 11.

   c) Zintz, M. V. The Reading Process. Dubuque: Wm. C. Brown Company, Publishers, 1970, Ch. 8, 10.

   d) Guszak, F. J. Diagnostic Reading Instruction in the Elementary School. New York: Harper & Row, 1972, Ch. 5.

   e) Barrett, T. "Taxonomy of Cognitive and Affective Dimensions of Reading Comprehension." Included in the chapter of T. Clymer in the Sixty-seventh Yearbook of the National Society for the Study of Education, Part 2, Chicago: University of Chicago Press, 1968.

   f) Russell, D. and E. E. Karp. Reading Aids Through the Grades. New York: Columbia University, 1952.

Learning Activities: (continued)

3. Complete the Comprehension Skills chart, a copy of which can be obtained in the Instructional Resource Center, Bacon 118.

Evaluation: Submit completed chart to the evaluator.

APACE - SUCB

4.10 - Knowledge of the Curriculum - Reading

Title: Word Recognition Skills

Rationale: Growth in the ability to recognize words in print is the most basic skill in learning how to read. Historically, teachers have used several different methods in trying to help children learn to attack new words. Most basal readers utilize what might be called the "eclectic" approach to reading. Such a method avoids overemphasis on one way to unlock words. A classroom teacher should be able to identify these methods.

Objective: On a test, the student will be able to relate an instructional task to each of the following technique used in teaching word recognition at the 90% level of proficiency:

a) picture clues
b) sight
c) phonics
d) context
e) structure
f) configuration
g) substitution
h) little words in big words
i) kinesthetic-tactile

Learning Activities:

1. Related reading:

   a) Zintz, M. V. The Reading Process. Dubuque: Iowa: Wm. C. Brown and Company, 1971.

   b) Heilman, A. W. Principles and Practices of Teaching Reading. Columbus: Charles E. Merrill Books, Inc., 1967.

   c) Wilson, R. M. and M. Hall. Reading and the Elementary School Child. New York: Van Nostrand Reinhold Company, 1972, Ch. 7.

   d) DeBoer, J. J. and M. Dallman. The Teaching of Reading. New York: Holt, Rinehart and Winston, Inc., 1970.

Evaluation: Arrange to take the test.

APACE - SUCB

4.11 - Knowledge of the Curriculum - General

Title: Kit Materials

Rationale: More and more commercially prepared materials are being organized in learning packages or learning kits. Different kits are built on different philosophies of learning. Some kits present highly structured teaching materials, some provide for the reinforcement of specific skills, while others focus on the use of manipulative materials to develop concepts. A teacher must have an understanding of the philosophy and the potential of a kit, as well as of the children with whom the materials will be used, if he is to determine the value of the kit for his students.

Objective: The student will compare three instructional kits in different areas of the curriculum in relation to basic philosophy, content or major skills, teacher's role, child's role, and evaluation procedures.

Learning Activities:

1. Examine kits in the Student Learning Center, Bacon 227 (reading) and in the Butler Curriculum Lab (reading and other areas of the curriculum).

Evaluation: Submit to the evaluator in writing.

APACE - SUCB

4.12 - Knowledge of the Curriculum - Reading

Title: Phonics

Rationale: Phonics is a scientific study of symbols and the sounds they represent. It can be taught by various methods such as rote memory, inductive reasoning, discovery and drill. It should be viewed as one way to unlock words. Used alone to the exclusion of all other word recognition tools, it has limited value. Combined with other tools, it can become invaluable.

Objective: The student will be able to identify the patterns in phonics and state generalizations on a written test, with 90% accuracy.

Learning Activities:

1. Work through Programmed Word Attack for Teachers. by Wilson, M. and M. Hall, Columbus, Ohio: Charles E. Merrill Publishing Company, 1968 in the Instructional Resource Center (Bacon 118).

2. Related reading:

   a) Heilman, A. W. Phonics in Proper Perspective Columbus, Ohio: Charles E. Merrill Books, Inc., 1964.

   b) Durkin, D. Phonics and the Teaching of Reading. New York: Bureau of Publications, Teachers College, Columbia University, 1965.

   c) Schubert, D. G. and T. L. Torgerson. Improving the Reading Program. Dubuque: Wm. C. Brown Company Publishers, 1972, pp. 333-337.

   d) Read Zintz, The Reading Process. Chapter 7, or any other text in the teaching of reading.

Evaluation: When you are ready, arrange to take the test. A first attempt to achieve this objective must be made at least three weeks prior to the end of the semester.

APACE - SUCB

4.13 - Knowledge of the Curriculum - Handwriting

Title: Handwriting Instruction

Rationale: Many complaints are made today about the quality of handwriting exhibited by adult Americans. According to Dallman, the Post Office sends great numbers of letters to the Dead Letter Office because even their experts cannot decipher the addresses. Businesses lose large amounts of money because of illegibility of writing on orders and sales slips. Even "friendly" letters are not always successful in communicating a message.

Among the causes contributing to the deterioration of handwriting has been the lack of understanding by teachers of the skill aspects and the principles underlying handwriting instruction.

Objective: The student will be able to:

a) Explain why children are taught manuscript writing before cursive writing.

b) List instructions which should be given to children as they make the transition from manuscript to cursive writing.

c) Identify instructions which apply uniquely to the left-handed child.

d) Identify the instruction needed by a child in relation to slant, spacing, alignment, size and proportion, line quality, and letter formation. (Use a paper written by a child in your classroom.)

Learning Activities:

1. Attend instructional session.

2. Related reading:

a) Lamb, Pose. Guiding Children's Language Learning. Dubuque: Wm. C. Brown Company Publishers, 1971, Ch. 7.

b) Dallman, M. Teaching the Language Arts in the Elementary School. Dubuque: Wm. C. Brown Company Publishers, 1971, Ch. 7.

c) Anderson, P. S. Language Skills in Elementary Education. New York: The Macmillan Company, 1965, Ch. 3.

Learning Activities: (continued)

3. Related reading: (continued)

d) Donoghue, M. R. The Child and the English Language Arts. Dubuque: Wm. C. Brown Company Publishers, 1971, Ch. 8.

e) Burns, P. C., B. L. Broman, and A. L. Lowe. The Language Arts in Childhood Education. Chicago: Rand McNally & Company, 1971, Ch.11

f) Freeman, F. N. Teaching Handwriting. Washington, D.C.: National Education Association 1960.

Evaluation: Arrange a conference with the evaluator to demonstrate your achievement of the objective. Bring the child's paper and your analysis of his instructional needs.

4.14 - Knowledge of Curriculum
- Spelling

Title: Spelling

Rationale: Most schools adopt a single basic spelling program. By learning precisely how the author intended the spelling program be used, a prospective teacher may learn valuable procedures for spelling instruction and is in a better position to make wise adaptations for his own classroom.

Objective: After studying the teachers' manual and children's text, the student will outline a weekly schedule of the spelling program used in his classroom, including the following:

a) Identification of the basic approach (phonic, list, or combination).

b) Method of study (study-test or test-study-test).

c) Method of learning a word which is not known by the child.

d) Role of tests in the program.

e) Method of recording progress

Learning Activities:

1. Listen to Instructional Dynamics Inc. tape #323, Teaching Spelling with Miss Katy Gould.

2. Related reading:

a) Anderson, P. S. Language Skills in Elementary Education. New York: The Macmillan Company, 1965, Ch. 5.

b) Dawson, M. A., M. Zollinger, and A. Elwell. Guiding Language Learning. New York: Harcourt, Brace and World, Inc., 1963, Ch. 18.

c) Tiedt, I. M. and S. H. Tiedt. Contemporary English in the Elementary School. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1967, Ch.8.

d) Horn, E. Teaching Spelling. Washington, D. C.: National Education Association, 1954.

e) Bureau of Elementary Curriculum Development. Learning to Spell. Albany: The State Education Department, 1960.

Learning Activities: (continued)

2. Related reading: (continued)

f) Mason, W. M. Essential Features of Spelling Texts. New York: American Book Company, 1954.

Evaluation: Submit outline to the evaluator.

Note: Spelling is not usually taught formaliy before second grade. If you work in a lower grade or if ycur classroom does not use a formal program for some other reason, select a text from the Butler Curriculum Lab in order to complete the objective.

Title: Assessing Reading Interests

Rationale: Teachers and children need to talk to each other on a one-to-one basis. The conference or diagnostic interview is a useful technique to ascertain the interests of a child.

Objective: The student will tape a diagnostic interview of his administration of an interest inventory to a child.

Learning Activities:

1. Attend instructional session on diagnosis and evaluation.

2. Examine the collection of interest inventories in the Instructional Resource Center, Bacon 118.

3. Design your own interest inventory, if you so choose.

4. Related reading:

   a) Della-Piana, G. M. Reading Diagnosis and Prescription. New York: Holt, Rinehart and Winston, 1968, Ch. 3.

Evaluation: Submit the tape and the completed inventory to the evaluator.

Title: Informal Reading Inventory

Rationale: The Informal Reading Inventory (IRI) is an individual test administered by the classroom teacher to informally assess the child's achievement in oral and silent reading. The IRI assists the teacher in determining the child's independent reading level, instructional level, and the level at which the child becomes frustrated when reading. The IRI is especially helpful in providing "fit" between reading material and the child..

Objective: The student will administer an informal reading inventory individually to each of seven children and determine each child's independent, instruction, frustration and capacity levels in reading.

Learning Activities:

1. Use the self-instructional State Education Department Inservice Reading Resource Kit materials (Bacon 118) in sequence as follows:

   a) Task I: Construction of an Informal Reading Inventory - tape and workbook.

   b) Task II: Administration of an Informal Reading Inventory - tape, workbook, and film

   c) Task III: Recording the Scores of Silent Reading Comprehension Questions and Oral Reading Errors - tape and workbook.

2. Work through Screening Students for Placement in Reading (Sucher, F. and R. A. Allred. Provo, Utah: Brigham Young University Press, 1971) in the Instructional Resource Center, Bacon 118.

3. Related reading:

   a) Zintz, M. V. The Reading Process. Dubuque: Wm. C.Brown Company Publishers, 1970, Ch. 3.

Evaluation: Arrange a conference with the evaluator at which you will submit the completed Reading Placement Inventori

Note: Use the Sucher-Allred IRI which includes word recognition and oral reading tests. This can be borrowed from the Instructional Resource Center on a short-term basis while you administer the tests. Copies of Screening Students for Placement in Reading may be available in the College Store if you wish to purchase your own.

You must purchase one copy of the Sucher-Allred Reading Placement Inventory for each child to be tested. These will be available at the College Store.

Title: Assessing Reading Readiness

Rationale: Readiness is a concept applicable to growing and developing throughout life as a person assumes new tasks and new roles. The elementary school is concerned with how ready the young child is to attend to the task of learning. Teachers must be able to identify behaviorl clues (beyond the magical age of six) to determine a child's readiness for beginning reading.

Objective: The student will be able to identify the five areas of major readiness skills and use them to diagnose the readiness of four children in kindergarten or first grade for learning to read.

Learning Activities:

1. Use the self-instructional State Education Department Inservice Reading Resource Kit materials (Bacon 118) in sequence as follows:

   a) Task I - The Recognition of Readiness: Some Landmarks for Teachers (Beginning Reading Level). Read.

   b) Task II - The Recognition of Readiness, Teacher Workbook. Administer selected parts. Copies may be obtained from the Instructional Resource Center, Bacon 118.

   c) Task III - Inventory of Readiness Skills. Inventory the mastery of skills of each of the four children. Copies may be obtained from the Instructional Resource Center, Bacon 118.

2. Related reading:

   a) Zintz, M. V. The Reading Process. Dubuque: Wm. C Brown Company Publishers, 1970.

Evaluation: Arrange a conference with the evaluator. Bring completed inventory forms to the conference.

Title: Determining Readability Level

Rationale: Books sometimes provide information as to the reading level of their contents. Frequently, however, no such information is available to the teacher who wishes to find materials appropriate for particular students for independent reading or for instructional purposes. Several formulas have been developed which permit the teacher to establish an estimate of the readability level of books or other written materials.

Objective: The student will be able to use the Fry Readability Formula to determine the readability level of three library books and two textbooks in the content areas.

Learning Activities:

1. Use the State Education Department Inservice Reading Resource Kit workbook, How to Judge Readability of Books, with accompanying tape, in the Instructional Resource Center, Bacon 118.

2. Select books available in the school, the public library, or in Butler Curriculum Lab.

Evaluation: Sign up for a seminar session. Bring your data and, if possible, a copy of each book evaluated.

Title: Assessing Motivational Behaviors

Rationale: According to Frymier, "...we need to sort out the nuances of motivation and the variations among our students and then employ differentiated teaching strategies tailored to fit each individual student's learning needs."

Students become motivated when objectives are significant to them and attainable by them. Interest centers and learning centers are used in schools seeking openness allow for individual differences in such a way that motivation is increased.

Objective: The student will describe the motivational behavior of five children in relation to internal-external, intake-output, and approach-avoidance as defined by Frymier, and will be able to discuss the implications of the behaviors for classroom instruction.

Learning Activities:

1. Related reading:

   a) Frymier, J. R. "Motivating Students to Learn." NEA Journal, Special Journal Feature on Motivation and Learning, February 1968. REQUIRED READING.

   b) Frymier, J. R. (ed.) "Motivation: The Desire to Learn." Theory Into Practice, Vol. 9, February 1970.

   c) Mills, B. C. and R. A. Mills. Designing Instructional Strategies for Young Children. Dubuque: Wm. C. Brown Company Publishers, 1972, pp. 219-263.

   d) Biehler, R. F. Psychology Applied to Teaching. Boston: Houghton Mifflin Company, 1971, pp. 312-347, 494-524.

2. Listen to Vimcet Associates tape #123, Conditions for Effective Learning in the Instructional Resource Center.

Evaluation: Sign up for a seminar session.

Title: Diagnosing and Prescribing

Rationale: Diagnosing and prescribing is done with a child, not to a child. The questions that a teacher asks in a conference setting provide the behavioral clues that enable the teacher to determine an appropriate prescription. The prescription is the direct result of the diagnosis of a need by the teacher or the child. Teachers need to become more skillful at helping the child determine his needs which allows the teacher to determine the strategies which will enable the child to overcome his needs.

Objective: The student will be able to:

1. Hold a diagnostic interview with a child.
2. Work out a strategy for meeting the diagnosed needs and
3. Analyze the success of the prescription based on later performance.

Learning Activities:

1. Attend instructional session.
2. Related reading:
   a) "The Conference as a Diagnostic Tool," APACE, 1973. Handout available in the Instructional Resource Center, Bacon 118.
   b) Della-Piana, G. M. Reading Diagnosis and Prescription. New York: Holt, Rinehart and Winston, Inc., 1968, Ch. 3.
   c) Wilson, R. M. Diagnostic and Remedial Reading for Classroom and Clinic. Columbus: Charles E. Merrill Publishing Company, 1972, Ch. 2, 3, 4.
   d) Veatch, J. Individualizing Your Reading Program. New York: G. P. Putnam's Sons, 1959.

Evaluation: Submit in writing. Include the questions asked in the interview, your diagnosis, the strategies planned and the analysis of the success of the prescription.

Title: Introductory Activities

Rationale: The first two weeks of the semester are being devoted to activities which will allow for your active involvement with other people and with learning.

Objective: The student will participate in a variety of activities during the first two weeks of the semester and will write an analysis of the experience, reporting what he has learned about himself, about his interactions with other participants, and what he has learned about learning.

Learning Activities:

1. Participate actively in all activities.
2. Take advantage of every possible opportunity to get to know others and to let others know you.

Evaluation: Submit analysis the Monday beginning the third full week of the semester.

Title: Communication Skills

Rationale: The use of good English in both written and oral situations is significant for an elementary teacher in order that an appropriate model is presented for children.

Objective: The student will demonstrate good English usage.

Learning Activities:

1. Listen to yourself on tape.
2. Ask a friend to help you identify any areas in which your communication skills could be improved.
3. Refer to elementary school English textbooks.
4. Request referral for remedial work if you feel this is an area of need.

Evaluation:

1. Written English usage will be evaluated as an on-going process in relation to materials submitted to meet objectives of learning plans.
2. For evaluation of oral language, tape record a ten minute segment of your teaching and submit the tape together with your analysis in relation to rate, pitch, enunciation, pronunciation, and inflection.

Title: Special Seminars

Rationale: Students in APACE often feel a need for discussion of a variety of topics not included in specific objectives, as well as an opportunity to generalize about teaching and learning, share new ideas, etc.

Objective: The student will attend and participate actively in special seminars.

Notes: There is a positive relationship between the degree of active participation of a student and the amount of good he receives from these meetings. Therefore, you will benefit most if:

1. You suggest topics to be discussed.
2. You share your knowledge, attitudes, and concerns in relation to the topics being considered by the group.

Evaluation: Near the end of the semester, confirm with the evaluator your status relative to this objective.

Title: Field Experience Performance

Rationale: The participation experience provides an opportunity for you to begin to identify with the role of teacher...a many-faceted role which encompasses more than imparting knowledge.

Objective: As a pre-service teacher in the public elementary school the student will:

a) Demonstrate punctuality and dependability.

b) Establish desirable relationships with children and with the cooperating teacher.

c) Demonstrate initiative in developing his role in classroom activities.

d) Prepare thoroughly for each lesson and submit plans to the cooperating teacher at least one day in advance.

e) Give evidence of the ability to benefit from suggestions which attempt to help him improve his teaching effectiveness.

Notes:

1. Students are scheduled to be in schools every morning and all day Wednesday during participation weeks. If you are unable to be present, your teacher must be notified before school begins. If you miss any days, they must be made up before the end of the semester.

2. Plans are to be written for all lessons except extremely informal activities which you may be requested to do on the spur-of-the-moment.

Evaluation: Conference with a team member following the field experience. Submit a self-evaluation of the experience at least 3 days prior to the conference. (Be certain your cooperating teacher has completed and forwarded an evaluation to the team.)

Title: Meanings and Myself

Rationale: Teaching is a dialogue between teacher and learner. It suggests a personal rapport which is the result of shared experiences over a span of time. Teaching is a personal encounter with other human lives a sharing of knowledge, feelings, and attitudes about life. Good teaching is demonstrated by the way in which a person uses himself and his unique capabilities to broaden the base of learning experiences for boys and girls. Good teaching requires that the teacher be well educated, insightful, energetic, and compassionate. The ways in which one learns to become more skillful in the act of teaching comes through self-understanding, self-evaluation, and a feeling of eternal discontent when moving toward becoming the teacher he wants to be.

Objective: Using the title "Meanings and Myself," the student will demonstrate his personal feelings about teachers, about teaching, and about himself as a teacher, in some form of creative expression, such as poetry, art, essay, etc.

Evaluation:

1. Submit by the Friday preceding the last day of class. (Since this should be a summary of your feelings at this point in your professional development, it should not be completed until near the end of the semester.)

2. Attend a seminar session at the end of the semester at which concepts of teaching will be discussed.

Title: Manuscript and Cursive Writing

Rationale: The classroom teacher should set a good example by being able to demonstrate good penmanship in both manuscript and cursive writing on the chalkboard an on charts.

Objective: The student will demonstrate the ability to use goo form in manuscript and cursive writing by writing two paragraphs of four or five sentences each, one in manuscript and one in cursive writing, on the chalkboard.

Learning Activities:

1. Attend instructional session.
2. Practice writing using the alphabet sheet by Zaner-Blozer.

Evaluation: Sign up for an evaluation session.

NOTE: If you select 3.05, you may substitute your chart to fulfill the manuscript writing requirement of this objective.